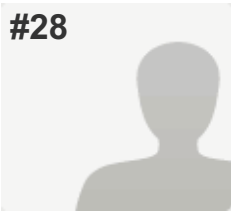**#28**

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Last Modified: Tuesday, June 14, 2016 11:25:51 AM
Time Spent: Over a day
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Q1: Name of School District: College Community School District

Q2: Name of Superintendent   John Speer

Q3: Person Completing this Report   Deanne Thiede

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Q4: 1a. Local TLC Goal

Attract and retain high-quality beginning teachers by offering targeted professional learning and a comprehensive mentoring and induction program.

Q5: 1b. To what extent has this goal been met?

(no label)   Fully Met

Q6: **1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Induction evaluation and feedback

   In the 2015-2016 school year, six Induction Coaches worked with 37 first and second year teachers at the College Community School District (CCSD). The Induction Coaches spent over 1,321 hours working with new teachers as of May 15, 2016. On average, each new teacher collaborated with his/her Induction Coach for over 34 hours over the course of 33 meetings with an average meeting length of over 64 minutes. 100% of our first and second year teachers engaged in High Leverage Processes which include: Goal Setting and Co-Assessment, Lesson Planning, Observation Cycles, and Analyzing Student Work. Focus areas for the new teachers were based on the specific goal areas and needs of each teacher as well as the seven Core Teaching Capabilities from the New Teacher Center.

   All of the district's new teachers (both those who were new to the profession and those with teaching experience but new to the district) were asked to complete a survey regarding the district's seven days of additional professional learning especially designed for new teachers. These learning experiences were planned and presented by the district's teacher leaders in an effort to build relationships and trust with the goal of helping our new teachers understand that our teacher leaders will become an ongoing system of support that will help to facilitate their continued professional growth. 98.27% of new teachers reported that the purpose of these workshops was clearly identified. 95.63% reported the objectives of the learning experiences were achieved. 94.43% stated that they could easily connect their learning to their own professional learning goals. 97.43% reported that the facilitators were organized and provided clear directions and instructions. 91.1% felt that they had opportunities to interact with other professionals. Finally, 95.77% stated that they valued these new teacher professional learning experiences.

Retention data

We are happy to report that 27 out of our 31 new teachers (87%) will be returning to CCSD next year. Two teachers are not returning due to spouses' job relocations. One new teacher has decided to seek an employment opportunity outside the field of education, and one is leaving to teach in the school district where he/she grew up. Only one of our new teachers is leaving the teaching profession. 97% of our new teachers will be staying in the field of education.

Teacher survey and Iowa Teaching Standards

According to our new teacher surveys, 92.9% of new teachers reported feeling supported by the district's teacher leaders. 96.4% stated that they plan to use teacher leaders as a resource for their continued growth and development. 92.9% believe the supports they have received from the Teacher Leadership System have helped to improve student achievement. 89.3% reported that the Teacher Leaders System of supports has helped them to be successful in meeting the Iowa Teaching Standards.

Q7: **2a. Local TLC Goal**

Teachers will promote collaboration by developing structures and providing opportunities for all teachers to learn from each other.

Q8: **2b. To what extent has this goal been met?**

(no label)   Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

PLC Rubrics and Implementation Data
One goal in our strategic plan states, "By April 2016, the district-wide Professional Learning Community Rubric data will improve in two areas: Analyzing Student Work and Develop and Implement Strategies to Improve Student Work." As a district, our PLC's reported growth (between September and April) in both of these areas. All averaged scores listed below are reported on a four-point scale. We feel this is the most powerful, measurable indicator of providing opportunities for all teachers to learn from one another. "Analyzing student work" scores increased from 2.49 to 2.79. "Develop and implement strategies to improve results" scores increased from 2.94 to 3.16.

UBD teacher practice profile data
As a part of our district goal statements, one goal states, "By February 2016, 85% of teachers/teams will score a self-selected unit at a 4 or 5 on the Understanding by Design Teacher Practice Profile in stages 1, 2, and 3. 2015-2016 Results:
Stage 1, Identifying Desired Results - Teaching Toward Understanding:
    District Average = 3.92 (out of 5): 106/142 = 74.65%
Stage 2, Determine Acceptable Evidence - Standards-Based and Aligned
Content-Skill-Assessment:
    District Average = 3.75 (out of 5): 91/142 = 64.08%
Stage 3, Planning Learning Experiences and Instruction (Learner-Centered Instruction):
    District Average = 3.81 (out of 5): 101/142 = 71.13%
While we did not achieve the district goal of 85%, we believe that teachers are making great strides in their thoughtful and intentional unit design practices. In addition, we believe that as teachers learn more about the process, they become more reflective and critical in their own self-assessment.

Curriculum Mapping Data
Another Strategic Plan goal states, "By June of 2016, all teachers will evaluate and refine current course maps." There are district level curriculum maps aligned with power standards and the Iowa Core for every grade level, K-12, in the areas of literacy and mathematics. Teachers will utilize this map to create and revise their own building level and individual curriculum maps to ensure a guaranteed and viable curriculum and alignment to the Core within their individual classrooms. All other subject areas are currently working on creating and/or aligning curriculum maps to newly adopted state or national standards. These initial efforts are of great importance as we move toward standards based assessment and reporting as a district. These efforts also support one of the district's long-term goals, "Leadership teams will develop a district-wide action plan to ensure all courses are mapped by 2020."

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing leadership opportunities that come with increased leadership responsibilities and increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)   Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Teacher Leader Survey
All full time teacher leaders were surveyed anonymously in April 2016 to obtain their insights on a variety of teacher leadership topics. All but one teacher leader (who was on leave) completed the survey. 22 out of 23 (95.7%) teacher leaders stated that they agree that the professional learning offered this year supported their current roles and responsibilities. 19 out of 23 (82.6%) believe that the compensation for their roles and responsibilities is satisfactory. 100% of building-level teacher leaders stated that they believe their roles as teacher leaders are supported by both their building administrators and district administration. 100% agreed that their collaborative work with teachers promotes learning for all students. 22 out of 23 (95.7%) believe that their coaching and modeling of effective instructional strategies promotes learning for all students. 100% of our teacher leaders stated that they have been involved in developing and delivering professional learning this school year. Finally, 22 out of 23 (95.7%) stated that their leadership skills have improved since becoming a teacher leader.

PLP Growth Data
Every full time teacher leader in the district sets professional growth goals and documents their efforts, progress, and personal reflections toward these goals in a Professional Learning Plan (PLP). These goals focus on student achievement and how their teacher leadership roles can support both teachers and students. Building-based teacher leaders share their plans and progress with their building-level administrators while district-level teacher leaders share their PLP's with the Teacher Leadership Program Administrator. Both groups share and analyze their PLP's as part of their annual review process.

Teacher Surveys
    All teachers were asked to complete two teacher leadership surveys during the 2015-16 school year. The first was a pre and post, given in November and April, to determine how our teachers were using our teacher leaders. In November, 274 teachers responded (68%), and in early April, 237 teachers (59%) responded. 401 certified teachers were given multiple opportunities to complete the survey. In this survey, improvement was shown in every measured area. The percentage of teachers who utilized our teacher leaders increased in every category including utilizing them individually, in small groups, and in large group settings.
    In the more extensive survey sent to teachers in May, we received 217 responses from 401 certified teachers (full time teacher leaders were asked not to respond since the feedback was directly related to their work). 54% of our teachers responded to this in-depth survey. Result highlights:
94.5% of staff stated that the support provided by the Teacher Leadership System has improved their instructional practices.
89.9% reported that they view teacher leaders as collaborative rather than evaluative.

Q13: 4a. Local TLC Goal

Improve student achievement and growth for all students by transforming teaching and learning practices with the goal of continuous improvement.

Q14: 4b. To what extent has this goal been met?

(no label)   Somewhat Met

Q15: **4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Common Formative and Summative Assessments
One of our strategic plan goals states, "By June of 2016, 70% of students will demonstrate proficiency on 70% of power standards as measured by district common assessments in literacy and math." While our scores this year averaged close to 60%, we feel that continued professional learning and PLC support will help these scores improve.

District and State Summative Assessments
College Community Schools analyzes district data from two testing sources, the Measures of Academic Progress (MAP) test and the Iowa Assessments in grades 4, 6, 8, and 10. In the spring of 2016, 67.6% of 4th graders, 62.6% of 6th graders, 68.9% of 8th graders, and 81.4% of 10th graders met the proficient level in mathematics on the MAP test. 65.9% of 4th graders, 68.6% of 6th graders, 78.3% of 8th graders, and 85.8% of 10th graders met the proficient level in reading.

From the Iowa Assessments, data for grades 4, 6, 8, and 11 is analyzed. This year, 78% of 4th graders tested as proficient in mathematics, 77.6% of 6th graders, 77.1% of 8th graders, and 81.4% of 11th graders tested as proficient. In the area of reading, 74% of 4th graders, 72.2% of 6th graders, 79.9% of 8th graders, and 77% of 11th graders tested as proficient. In the area of science, 77.3% of 4th graders, 71.9% of 6th graders, 85.5% of 8th graders, and 81.9% of 11th graders tested as proficient.

Overall, district data shows a slight downward trend in these testing sources in the last four years. We believe that the efforts of our teacher leadership program will begin to have a positive impact on these student test scores in the near future.

PBIS and Office Referral Data
As one goal of our strategic plan states, "By June 2016, office referrals will decrease in all PBIS schools." The high school did not become a PBIS school until mid-year so that data has been excluded. This school year a total of 252 office referrals were documented in grades K-9. An increase of 76 incidents was reported since last year, but the total number of suspensions decreased by 23. The district is committed to providing further support and training to all staff in support of our PBIS program. We consider this a baseline year as far as data reporting and believe we will see improvement in our office referral data as buildings enter their second, third, and fourth years of PBIS implementation.

Graduation Rate Data
Our strategic plan goal for the 2015-2016 school year was a graduation rate of 95%. In May of 2016, 96% of Prairie High School students graduated. Over the past four years, College Community has consistently shown growth in its graduation rate.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	*Respondent skipped this question*
Q17: 5b. To what extent has this goal been met?	*Respondent skipped this question*
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

Q22: **7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

While we are overall very satisfied with our first year of implementation, we realize there will always be room for improvement and growth. We've decided that it is too soon to make any teacher leader position changes. We need at least a couple of years to determine any true impact on our system.

Based on our survey data, one goal area will be to refine and expand our Lab Classroom Teacher program. We feel this system was underutilized this school year. We currently have Digital Literacy Trainers who are not formally a part of our Teacher Leadership System, but we are considering adding them as they lead many professional learning activities with our teachers. We are also very aware of two of our teacher leadership positions that seem to be spread very thin. One is a half time science curriculum lead and half time specials/electives lead. With all of those groups, it is difficult for this teacher leader to meet with all of these people and be effective in her efforts. The other position is a half time social studies lead and half time learning supports coach. This person is also very busy across the district. In the future, we may need to consider redistributing or redefining these roles.

We would like to remove our two additional TLS goals from the state grant. This will make future reporting more streamlined. We would also like to consider narrowing our assessment measures/data points to 1-2 per goal area to give more opportunity to give data, reflect, and set future goals.

Finally, we are realizing the importance of ongoing professional learning between building administrators and teacher leaders. To help us build a cohesive teacher leadership system, we need to make sure that we are all on the same page as far as roles, responsibilities, and expectations. Collaborative professional learning will help us to lead this effort.

Q23: **8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

We conducted numerous teacher leadership surveys throughout our first year of implementation and received valuable feedback in a number of areas. We sought feedback from our new teachers, veteran teachers, teacher leaders, and administrators.

The majority of comments from the teacher leaders were overwhelmingly positive and include quotes like, "I love what I do!" and "I have enjoyed my role this year and feel the TLS team here at College is such a great, hard-working group of educators." Finally, one teacher leader wrote, "I have grown professionally because of the opportunity to be a teacher leader at CCSD and appreciate the support of the district administration so much!" Many teacher leaders mentioned that they would like more time to get together with those with similar roles and responsibilities as well as with teacher leaders in differing roles. These requests were based on the themes of learning from one another and collaborating together to make a difference for our teachers and students. We will continue to provide and expand professional learning, collaboration, and Professional Learning Community structures to support all of our teacher leaders next year.

When asked for anecdotal information, many teachers mentioned how our newest teacher leaders, the Curriculum Lads, have stepped up to support and lead professional learning days throughout the school year. Many teachers expressed that they have the most direct contact with their building-based teacher leaders and would like the opportunity to work more closely with our new district-level positions to understand how they fit and work within the system. When asked for ideas for future areas of support, teachers responded by asking for more time for collaboration with our teacher leaders for a variety of needs and purposes. When asked what has been the best part of their experience with teacher leaders this year, teachers responded with things like, "Our instructional coach has been awesome at pushing our learning forward while maintaining a positive and collaborative environment." Others focused on specifics such as, "The facilitation of vertical alignment during our last PL was helpful," and "The best part of my experience with teacher leaders has been the help with aligning assessments with standards and analyzing assessment results." Still others expressed their feelings about our leaders, "They have offered support without being overbearing!" and "Collaborating knowing we all want what's best for kids!" Finally, in the area of barriers or obstacles that have interfered with their ability to work with teacher leaders, the overwhelming response was time. As one teacher wrote, "Everyone is always so busy (how do you solve that?!)" Many teachers find it difficult to leave their classrooms to observe others, and they stated that finding the time to work and collaborate with others is often put on the back burner. We will be addressing this dilemma as we begin planning for our second year of implementation by asking principals to consider some creative scheduling ideas, recording lessons and other resources for teachers and housing them in a video archive, and continuing to troubleshoot this common obstacle.

Building administrators were given a very short Teacher Leadership Survey in the spring of 2016. They were asked what the Teacher Leadership System (TLS) should start doing, stop doing, and continue doing next school year. Two themes emerged under the start doing category and included questions and suggestions about how we (as a district) can more fully utilize our Lab Classroom Teachers (LCT's) and our Curriculum Leads. The LCT's are full time teachers who are paid a stipend to open their classrooms to others. We purposefully did not call them Model Teachers, as we feel that observing and learning from each other is paramount. We do not expect our LCT's to be experts or perfect in their practice. Administrators feel that these resources are underutilized because teachers find it hard to find the time to leave their own classrooms to observe others. We have begun making a video archive for our teachers to access 24/7 and when it is convenient for their own learning and reflection. We've also challenged principals to come up with creative ways to overcome this hurdle such as canceling other meetings that day and asking teachers to observe during their prep times. The district has had a number of teacher leadership positions for up to thirteen years. The Curriculum Leads are new to the district this year, and it has taken some time to develop trust and relationships with this K-12 team of teacher leaders. While they are making progress, both teachers and administrators need to be patient as this team continues to define their roles and responsibilities across our nine building campus.

In the area of "stop doing," principals expressed that they would like teacher leaders to be pulled less often from their buildings. This is actually a good thing because this illustrates how valuable our teacher leaders are to their administrators. We will continue to work on communicating the necessity of ongoing professional learning for our teacher leaders and be more cognizant of our meetings and how they impact buildings. For example, the Instructional Coaches met about once a month on Friday afternoons for a Professional Learning Community meeting this year. Next year, we will alternate these meetings between Friday afternoons and Wednesdays so that the teacher leaders do not always miss the same days and times throughout the school year.

Finally, in the area of "continue doing," principals' responses included the following themes. First, they want to continue the monthly TLS check ins between the Program Lead and each principal. These monthly meetings were designed to share ideas, seek feedback, troubleshoot, and plan for the future. Other answers included things like "continue to provide support to schools," "be teacher advocates," and "continue to be visible and available for buildings and teachers."

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.